



## **LOCAL PERKINS APPLICATION 2020-2024**

**STAND-ALONE**

**Office of Career, Technical, and Adult Education**

The Nebraska Department of Education  
301 Centennial Mall South, Lincoln, NE 68508



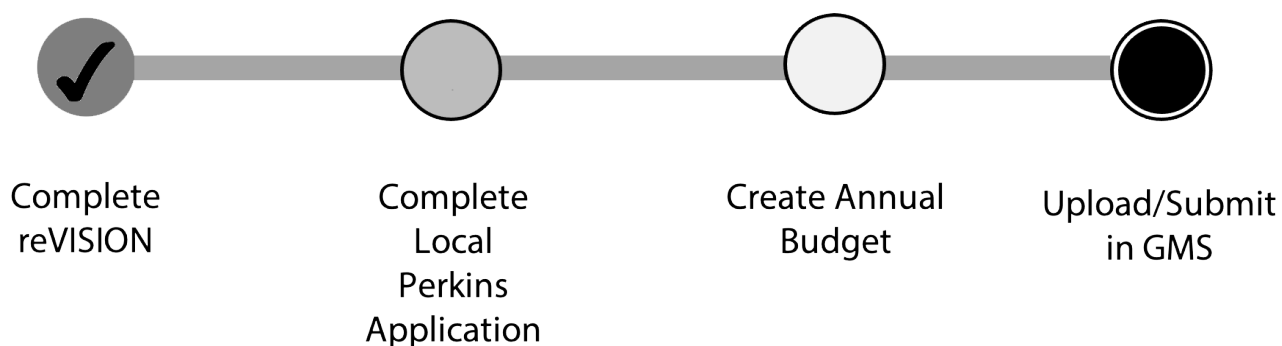
## General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



*The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>*

## Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs of are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of \$15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of \$50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified through multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

## Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement\*; and
6. Develop and implement evaluations of the activities funded by Perkins.

*\*Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

## Timeline and Deadlines

- Annual Intent to Participate Due: March
- Local Perkins Applications Due (2020-2024): May 22, 2020 (*tentative*)
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

*\*Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

## Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

## Application Elements

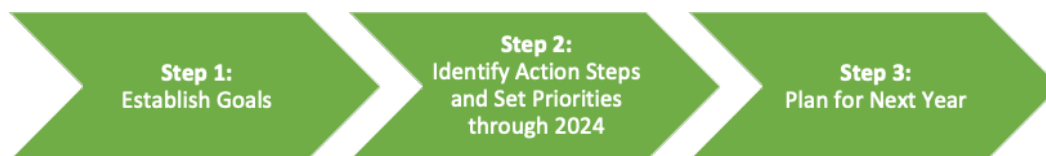
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

## Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



### Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

### Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?



#### Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

### Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website:

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

## Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska’s opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

**reVISION Summary.** Considering your college’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your college might pursue in strengthening the CTE programming for their students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Current State	Overarching Goal(s)
<b>SAMPLE:</b>  <b>Size, Scope, and Quality and Implementing CTE Programs of Study</b>	<i>Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in their local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the college.</i>	<i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i>  <i>Within the next four years, strategies will be developed to expand CTE program offering amongst the college, which includes professional development.</i>

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
<b>Career Development</b>	Career Services at Metropolitan Community College is to foster collaborative relationships with both internal and external partners, to facilitate the development of responsible career decision-making skills and to provide comprehensive career development.	Within the next 4 years, MCC Enrollment Navigators, College Success Navigators and Academic Advisors will receive training regarding career conversations and use the following career tools when working with MCC students which can be utilized for career discussions. In addition, Student Services personnel will guide all students towards one of 2 classes where the curriculum includes career exploration.
<b>Local Workforce Alignment</b>	Our connection with industry is vital at MCC, our various career and technical education programs are building and maintaining advisory committees made up of the industries we serve in the four-country service area. Their guidance and support is vital to the success of our programs at a variety of levels.	Within the next four years, CTE Program Advisory Committees will continue to review our curriculum and provide a means to constantly advance our program to match what industry needs. CTE Program Advisory Committees will typically meet monthly and advisors are generally much more involved in grant activities, such as reviewing curriculum, program equipment and

		providing work-based learning opportunities.
<b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b>	MCC is committed to the delivery of robust learning experiences that match the needs of our community. Learning practices will be adaptive and responsive to ensure student success. Student learners at MCC will have the skills to help them build successful careers and successful communities	<p>-Guiding Principles to help MCC achieve our goals include:</p> <ol style="list-style-type: none"> <li>1. Focus Learning on Student Success</li> <li>2. Smooth Student Pathways</li> <li>3. Proactively Plan our Future</li> <li>4. Increase Participation Across the Four County Service Area.</li> </ol> <p>-Update and expand the use of new technology to support MCC's evolving CTE programs.</p>
<b>Student Performance Data</b>	MCC is committed to transforming student support systems that focus on personalized barrier-free onboarding, well-defined career pathway plans, and responsive touch points to ensure academic success. Nearing pathway completion, students will have access to relevant job opportunities and seamless transfer.	<p>Within the next 4 years, MCC will improve awareness related to available careers in CTE fields amongst secondary and post-secondary students by:</p> <ol style="list-style-type: none"> <li>1. Increase efforts to provide additional opportunities for participants to be introduced to 4-year colleges and universities.</li> <li>2. enhance recruiting efforts to increase retention and completion of gender non-traditional students.</li> <li>3. Integrate workforce initiatives as on-ramps for underserved populations.</li> <li>4. create efficient and flexible pathways</li> <li>5. strengthen new student onboarding</li> <li>6. create an intentional culture of student engagement and belonging</li> </ol>
<b>Recruitment, Retention, and Training of Faculty and Staff</b>	Metropolitan Community College is very active recruiting adjunct faculty from business and industry. Metropolitan Community College continually recruits and employs professionals from a variety of career fields to teach our classes, which serves to infuse the MCC curriculum with current, workforce relevant information.	Within the next 4 years, MCC will offer training and development to faculty through a variety of venues, including: workshops, group activities, Faculty Learning Communities (FLC's), New Faculty Institute (NFI), Adjunct Faculty Institute (AFI), PETS (Practicing Excellent Teaching Strategies) series of courses, Instructional Faculty Development Days, and online resources.
<b>Work-Based Learning</b>	MCC CTE programs offer a significant number of work-based learning experiences in course/degree offerings. Currently, CTE programs provide students the WBL opportunities ranging from Workplace tours to Apprenticeships.	<p>MCC will increase the number of work-based learning experience offerings. The work-based learning offerings in MCC's CTE programs will focus on:</p> <ol style="list-style-type: none"> <li>1. Alignment between classroom and the workplace</li> <li>2. Application of academic, technical, and employability skills</li> <li>3. Support from classroom and workplace mentors</li> </ol>



### Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programs. For more information about setting SMART goals can be found at:

## Section 2: Narrative Descriptions

**Instructions:** For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the college's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

### Element 1: Career Development

**Context:** Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

1. **Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your college will ensure each student is provided with:**
  - a) **Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
  - b) **Career exploration: understanding and skills to find valid information about occupations, CTE options for further postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
  - c) **Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
  - d) **An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

#### **RESPONSE:**

**Enrollment Navigators, College Success Navigators and Academic Advisors** at MCC have received training regarding career conversations. MCC career tools for CTE students include navigating the MCC career website, Holland handout, and Gallup strengths codes. The Smarter Measures assessment is also used for students to gain an understanding of their own strengths which can be utilized for career discussions. MCC Career navigators often present Career Information to classes within MCC. MCC CTE Faculty also request specific information such as mock interviewing skills and specialized career fairs.



Current strategies, initiatives, materials, and/or activities that focus on career development and advisement at MCC include; Gallup codes, Holland worksheet, InternNE, Myers-Briggs, Nebraska Career Information Systems, My Next Move and Smarter Measures

MCC CTE students collaborate with **MCC's Career Studio staff**. The mission of Career Studio is to foster collaborative relationships with both internal and external partners, to facilitate the development of responsible career decision-making skills, and to provide comprehensive career development. MCC's Career Studio staff assist all students in creating a Career and Major Action plan, develop cover letters and resumes, help students build their network, assist with applying for job opportunities, practice interviewing skills, attend job/career fairs, meet with industry professionals, and make new connections.

**2. In your college's Regional CTE Assessment, action steps were identified that might be used to improve student understanding of career pathways. First, write the college's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your college will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Goal(s) for Career Development:**  
*(Copy and paste from the reVISION Summary)*

Within the next 4 years, MCC Enrollment Navigators, College Success Navigators and Academic Advisors will receive training regarding career conversations and use the career tools when working with MCC students which can be utilized for career discussions. In addition, Student Services personnel will guide all students towards one of 2 where the curriculum includes career exploration.

1. HMRL 1010 Human Relation Skills
2. RDLS 1200 College and Career Strategies

**Prioritized Action Steps for Career Development:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>• Purchase laptops for students use in labs for MCC's College and Career Strategies course. This aligns with our local CTE assessment results and our action step of Guide all students towards RDLS 1200 College and Career Strategies.</li> <li>• Provide workshops for college and high school CTE teachers to attend MCC's on campus Manufacturing program exploration workshops. The career exploration workshops are designed to educate locate high school CTE teachers about career educational available to their students.</li> <li>• Participate in Welding, Manufacturing, Construction, Transportation Industry Meet and Greet</li> </ul>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>• Professional Development opportunities for staff and stakeholders regarding the Career Guided Pathway model</li> <li>• Provide training for MCC Enrollment Navigators, College Success Navigators and Academic Advisors regarding career conversations and use the following career tools when working with MCC students.</li> <li>• Provide workshops for college and high school CTE teachers to attend MCC's on campus CTE program exploration workshops. The career exploration workshops are designed to educate locate high school CTE teachers about career educational available to their students.</li> <li>• Participate in Welding, Manufacturing, Construction, Transportation Industry Meet and Greet</li> </ul>

<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>• Support Career Services initiatives for CTE student at MCC</li> <li>• Participate in Welding, Manufacturing, Construction, Transportation Industry Meet and Greet</li> </ul>
<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>• Support Career Services initiatives for CTE student at MCC</li> <li>• Participate in Welding, Manufacturing, Construction, Transportation Industry Meet and Greet</li> </ul>

## Element 2: Local Workforce Alignment

**Context:** Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of your college's local and regional CTE assessment to improve the alignment between educational programming and labor market needs.

### 3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

**RESPONSE:**

The Local and Regional CTE Assessment results identified priority strategies and activities to be included in the college's local application. A collaborative committee provided input and feedback to specific actions steps. This input came from college deans, campus student services directors, career services personnel, industry representative from Program Advisory Committees, CTE faculty, and Secondary – Postsecondary personnel. The committee communicated by email, person to person meetings, Zoom meetings, and phone. The results of the CTE assessment confirm that Manufacturing, Transportation (Automotive, Diesel, CDL), Construction Trades, and Health careers are in high demand throughout MCC's 4-county service area.

### 4. Describe any new programs that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

**RESPONSE:**

As a result of the local and regional CTE assessment, MCC will be exploring and possibly integrated a new degree offering in **Advanced Manufacturing and Automation**. Additionally, MCC will be planning to implement on-campus **Career Academies in Precision Machine Technology, Advanced Manufacturing/Automation Technology**, and Welding Technology. The career academies will give local high school juniors and seniors the opportunity to begin earning college credit in high demand, high wage, high skills careers.

### 5. How will students, including those from special populations, learn about CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

**RESPONSE:**

**MCC's Academic Advising** philosophy provides students the opportunity to build partnerships with their advisors. This partnership helps students in planning education, exploring career options and learning how to access the variety of resources and services available.

This partnership is a collaborative effort. We partner with students to meet the essential learning outcomes necessary for academic success and outline the steps to achieve personal, academic and career goals.

**The First Year Experience (FYE) Program** provides students with a team of support staff, services and systems designed to help you be successful. Students receive their own enrollment navigator/FYE Advisor for assistance getting started, an academic advisor, academic coach, peer mentor, financial aid specialist and a personalized Academic Success Plan.

In addition to Academic Advising and The First Year Experience program, **MCC's Single Parent / Homemaker** department is designed to facilitate student learning, self-sufficiency, and personal and career development that includes an implementation of education plans, which are compatible with the life and career goals of our students. Students eligible for this program include, Single parents with full or joint custody of their minor children; Single pregnant women; or Homemakers with diminished marketable skills who need to return to the workforce due to divorce, death, or disability of spouse

Students are not identified or labeled as special populations students. Students are matriculated in to our college courses like any other college student. Additionally multiple professional development workshops are conducted at the college to help educate faculty, college personnel, and students on creating an inclusive, supportive campus environment.

**6. In your college's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the college's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your college will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Goal(s) for Local Workforce Alignment:**  
(Copy and paste from the reVISION Summary)

Our connection with industry is vital at MCC, our various career and technical education programs are building and maintaining advisory committees made up of the industries we serve in the four country service area. Review our curriculum (including course objectives) and provide a means to constantly advance MCC's CTE programming to match what industry needs. This includes updating curriculum, program offerings, and program training equipment based upon Program Advisory Committee recommendations.

**Prioritized Action Steps for Local Workforce Alignment:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"><li>Based upon Program Advisory Committee feedback and recommendations, MCC will allocate Perkins funding the purchasing of the following industry standard training equipment: <b>Ultimaker S5 Pro Bundle, Hunter 34 Tire</b></li></ul>

	<b>Machine, Hunter Road Force Balancer, industry standard Mechanical Ventilator, Digital Cinema Camera Kit, Fab Power Ring Roll Bending Machine, and a SnapOn 650C Meter Kit.</b>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>Based upon Program Advisory Committee feedback and recommendations, MCC will allocate Perkins funding the purchasing of the industry standard training equipment</li> <li>Focus on CTE program cluster areas; Health Sciences, Skilled and Technical Sciences, and Business, Marketing, and Management.</li> <li>On Campus Career Academies in Welding Technology and Precision Machine CNC Technology.</li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>Based upon Program Advisory Committee feedback and recommendations, MCC will allocate Perkins funding the purchasing of the industry standard training equipment</li> <li>Focus on CTE program cluster areas; Skilled and Technical Sciences, Agriculture, Food, and Natural Sciences, and Communication and Information Systems.</li> </ul>
<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>Based upon Program Advisory Committee feedback and recommendations, MCC will allocate Perkins funding the purchasing of the industry standard training equipment</li> <li>Focus on CTE program cluster areas; Human Services and Education, Skilled and Technical Sciences, and Health Sciences.</li> </ul>

### Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

**Context:** Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's CTE programs at both the secondary and postsecondary levels should be based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Postsecondary program approval is coordinated through the Coordinating Commission for Postsecondary Education.

#### 7. Describe the CTE course and program offerings that will be provided with Perkins funds. Justify these offerings with the local and regional CTE assessment results.

##### **RESPONSE:**

The CTE course and program offerings supported by Perkins funding in some way will include all of MCC's CTE programs over the next four academic years. MCC's allocation will be earmarked for one of the 6 areas in which Perkins dollars must be spent. These areas include;

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;

4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement; and
6. Develop and implement evaluations of the activities funded by Perkins.

Throughout MCC's 4 year plan, each of the 6 CTE program cluster areas will be highlighted and an emphasized. During academic year 2020-2021, Perkins funds will be allocated to Skilled and Technical Sciences, Health Sciences, and Communication and Information System. Each additional year of MCC's Perkins application will focus on additional CTE career clusters. Due to program and enrollment growth Skilled and Technical Sciences will be highlighted each year. Feedback from MCC's CTE local and regional assessment confirm the need to invest in the Skilled and Technical Sciences each year.

**8. How will your college improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.**

**RESPONSE:**

MCC offers training and development through a variety of venues, including sessions, workshops, group activities, Faculty Learning Communities (FLC's), New Faculty Institute (NFI), Adjunct Faculty Institute (AFI), PETS (Practicing Excellent Teaching Strategies) series of courses, Instructional Faculty Development Days, and online resources. MCC provides these development opportunities to full-time faculty as one of the benefits of included in being a Metro faculty. Also, Metro strongly encourages adjunct faculty to participate in development, and pays adjunct faculty a stipend to attend development activities.

Faculty development is offered throughout the year, with two entire days (one in fall and one in spring) devoted to providing training and development for faculty. These activities with the support of Perkins grant dollars will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects and career and technical education subjects.

Annually, MCC CTE Faculty Teams participate in a **Curriculum Academy**. The Curriculum Academy provides time and extra compensation to full-time faculty teams for work on curriculum projects. Projects should be designed to improve a program's or a department's curriculum and must show a clear connection/application to specific courses, to stated goals for a sequence of courses, or to program outcomes. Curriculum projects might include

- Follow-up briefing, planning, and/or partial implementation of Assessment Academy work
- Universal Design or ADA compliance improvements and adjustments
- Creation or revision of
  - course outlines, master syllabi and/or core assignments
  - modules (objectives, materials, assessments)
  - collaborative learning activities to better engage students
  - rubrics or other assignment criteria
- Alignment of curriculum with competencies or standards (Nebraska Career Readiness, Quality Matters, General Education, or other program, industry, or certification competencies or standards)

- Case-based, team-based, problem-based, or project-based learning materials and activities
- Other

Lastly MCC has recently expanded in scope and responsibilities for the Academic Success Division that will enhance coordination and provide additional support to all faculty and staff throughout Academic Affairs. The Academic Success Division now includes a new department and expanded responsibilities related to Curriculum Design and Development, Faculty Development, and Curriculum and Processes Management, three activities vital to all of Academic Affairs.

To increase capacity in these areas, the following positions have been created:

- Director of Faculty Development
- Director of Curriculum & Instruction -- Programs and Gen Ed Instruction
- Director of Curriculum & Instruction -- Quality Assurance and Technology
- Director of Curriculum & Instruction -- Programs and Integrated Instruction

**9. Describe how your college will partner with secondary school districts to provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.**

**RESPONSE:**

Secondary Partnerships department at MCC supports early college experiences for high school students, providing them the opportunity to earn college credit while in high school by taking advantage of one of the following programs:

**Career Academy**

High school students (16-plus years of age) have the opportunity to attend a sequence of career classes with a cohort of their peers at a Metropolitan Community College campus. Career Academy programs culminate in a career certificate or specialist diploma.

**CollegeNOW!**

CollegeNOW! is a program specifically designed for high school students to offer a jumpstart on their college education with half-price tuition.

**CONCURRENT Enrollment**

Students earn both high school credit and college credit simultaneously while attending their scheduled course in the high school classroom.

**Gateway to College**

High school students who have disengaged from a traditional high school setting have an opportunity to complete high school requirements in a college environment.

**Early Career Coordinators**

MCC employs Early Career Coordinators and embed them in local high schools throughout the college's 4-county service area. **The Early Career Coordinator** is embedded in high school construction, manufacturing, and/or wheeled trade programs to enhance enrollment in MCC degree programs and Career Academies, and help meet ongoing workforce needs. ECC's partner with MCC Enrollment Services, K-12 faculty and staff, and MCC faculty to enhance early career awareness and work-based learning experiences for middle school and high school students.

ECCs are assigned to 17 area high schools in all four counties of MCC's service area, listed below.

Active ECC School (In Order of Implementation)			
Blair	Arlington	Fremont	DC West
Bellevue East	Fort Calhoun	OPS Career Center	Millard North
Bellevue West	Platteview	Westside	Millard South
Gretna	Ralston	Papillion-LaVista	Millard West
		Papillion-LaVista South	

ECCs are embedded in high school classrooms one day each week to support students and instructors in answering questions about vocational careers and the MCC pathways toward each career option

**10. In your college's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your college hopes to address over the next four years. First, write the college's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your college will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Goal(s) for  
Size, Scope, and Quality and Implementing CTE Programs of Study**  
(Copy and paste from the reVISION Summary)

MCC is committed to the delivery of robust learning experiences that match the needs of our community. Learning practices will be adaptive and responsive to ensure student success. Student learners at MCC will have the skills to help them build successful careers and successful communities.

Guiding Principles to help MCC achieve our goals include:

1. Focus Learning on Student Success

2. Smooth Student Pathways
3. Proactively Plan our Future
4. Increase Participation Across the Four County Service Area
5. Update and expand the use of new technology to support MCC's evolving CTE programs

**Prioritized Action Steps for  
Size, Scope, and Quality and Implementing CTE Programs of Study:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
<p style="text-align: center;"><b>Year 1: 2020-2021</b></p>	<ul style="list-style-type: none"> <li>• MCC and Blair Public schools have been collaborating to offer college credit courses at Blair High school. MCC will offer credit courses in Welding and Precision Machine. MCC will providing instruction, curriculum, and equipment support to facilitate the college curriculum.</li> <li>• Due to expansion and increased enrollment additional Industry Grade tool kits are needing for MCC's Diesel Technician program. These tools kits are used by students in the Diesel lab and are the proper tools they need to know when working on diesel engines and transmissions.</li> <li>• MCC and Bellevue Public Schools will begin offering college credit courses in Automotive Technology this Fall quarter. MCC will providing instruction, curriculum, and equipment to support this partnership. To support this partnership, an ABS Brake and Traction Control trainer is needed to facilitate the hands-on curriculum.</li> <li>• Due to expanding lab facilities for MCC's Diesel Technician program, there is a need to purchase free standing overhead shop LK Goodwin hoist to safely lift heavy transmissions for students to use during lab.</li> <li>• Due to expanding lab facilities for MCC's Diesel Technician program, there is a need to purchase free standing overhead shop LK Goodwin hoist to safely lift heavy engines and equipment for students to use in the new Diesel lab.</li> <li>• With the growth of enrollment at MCC's Fremont Welding lab, additional Hypertherm Plasma Cutters are needed to keep up with the demand.</li> <li>• With the expansion to MCC's Welding lab, the need to purchase industry grade Welding Track Torches exists. Welding students use Track Torches in the Welding lab to cut up Test Plates.</li> <li>• The Noelle Simulation and Baby manikin provides Nursing student with the opportunity to demonstrate competency of program accreditation standards. Due to the lack of OB clinical rotations, this Simulator is necessary to meet program demands.</li> <li>• In MCC's Precision Machine Technology program, we will add an HD Camera and Monitor to both a Mill and a CNC Lathe. During operation, students cannot see the work being completed on the machines. This technology will show students what is happening during the machining process. Faculty will be able to provide better, more effective demonstrations and will also embed the videos of this process within their curriculum.</li> </ul>
<p style="text-align: center;"><b>Year 2: 2021-2022</b></p>	<ul style="list-style-type: none"> <li>• Update and expand use of new technology, including diagnostic, automation, simulation, and scenario-based equipment.</li> <li>• Health Sciences, Skilled and Technical Sciences, and Business, Marketing, and Management.</li> </ul>



	<ul style="list-style-type: none"> <li>Implement an on-campus Career Academy for high school juniors and seniors interested in Advanced Manufacturing.</li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>Update and expand use of new technology, including diagnostic, automation, simulation, and scenario-based equipment.</li> <li>Focus on CTE program cluster areas; Skilled and Technical Sciences, Agriculture, Food, and Natural Sciences, and Communication and Information Systems.</li> </ul>
<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>Update and expand use of new technology, including diagnostic, automation, simulation, and scenario-based equipment.</li> <li>Focus on CTE program cluster areas; Human Services and Education, Skilled and Technical Sciences, and Health Sciences</li> </ul>

#### Element 4: Student Performance Data

**Context:** All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, your college reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

**The term “special populations” means-**

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services
- or is on active duty status

**11. Describe how your college will support teachers so they will:**

- Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
- Prepare CTE participants for non-traditional fields**
- Provide equal access for special populations to CTE courses, programs, and POS; and**

**d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

**RESPONSE:**

Students are not identified or labeled as special populations students. Students are matriculated in to our college courses like any other college student. Additionally multiple professional development workshops are conducted at the college to help educate faculty, college personnel, and students on creating an inclusive, supportive campus environment.

**12. How will the college address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will be taken to develop strategies to eliminate those disparities or gaps.**

**RESPONSE:**

Related to CTE Program effectiveness or performance, MCC will Continue to adhere to and follow the Nebraska Coordinating Commission of Postsecondary Guidelines for Review of Existing Instructional Programs. Evidence of: An established program review process that evaluates the program

1. the need for the program in the state of Nebraska and at the institution
2. the demand for the program by students
3. efficiency of the program
4. justification if the program is below CCPE minimum performance standards

As standard of practice, MCC also conduct Internal Program Reviews for each CTE program of study. MCC will continuously monitor the relevancy of program offerings and learning environments through MCC's Internal Program Review process to ensure delivery of educational services that are aligned with employment and other needs/opportunities in our four-county service area.

Actions that will be taken to develop strategies to eliminate disparities or gaps will be measureable and specific to disparities in performance.

**13. In your college's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the college's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your college will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Goal(s) for Student Performance Data:**  
(Copy and paste from the reVISION Summary)

Within the next 4 years, MCC will improve awareness related to available careers in CTE fields amongst secondary and post-secondary students by:

1. Increase efforts to provide additional opportunities for participants to be introduced to 4-year colleges and universities.
2. enhance recruiting efforts to increase retention and completion of gender non-traditional students.
3. Integrate workforce initiatives as on-ramps for underserved populations.
4. create efficient and flexible pathways
5. strengthen new student onboarding
6. create an intentional culture of student engagement and belonging

**Prioritized Action Steps for Student Performance Data:**

**Program Year**

**Action Steps**

	(What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>Re-entry Advisor/Coach: .5 FTE salary: Metropolitan Community College's Re-entry Assistance Program provides services and support to incarcerated individuals and those transitioning from correctional facilities and treatment centers so they can make a successful transition and achieve their education and employment goals. MCC is currently teaching credit courses in Welding and Manufacturing to incarcerated individuals. This position will work with students to provide coaching and advising services to help these students matriculate into MCC's CTE program upon release.</li> </ul>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>Re-entry Advisor/Coach: .5 FTE salary: Metropolitan Community College's Re-entry Assistance Program provides services and support to incarcerated individuals and those transitioning from correctional facilities and treatment centers so they can make a successful transition and achieve their education and employment goals. MCC is currently teaching credit courses in Welding and Manufacturing to incarcerated individuals. This position will work with students to provide coaching and advising services to help these students matriculate into MCC's CTE program upon release.</li> <li>Facilitate CTE Career Exploration workshop for underrepresented students at MCC.</li> <li>enhance recruiting efforts to increase retention and completion of gender non-traditional students</li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>Re-entry Advisor/Coach: .5 FTE salary: Metropolitan Community College's Re-entry Assistance Program provides services and support to incarcerated individuals and those transitioning from correctional facilities and treatment centers so they can make a successful transition and achieve their education and employment goals. MCC is currently teaching credit courses in Welding and Manufacturing to incarcerated individuals. This position will work with students to provide coaching and advising services to help these students matriculate into MCC's CTE program upon release.</li> <li>enhance recruiting efforts to increase retention and completion of gender non-traditional students</li> </ul>
<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>enhance recruiting efforts to increase retention and completion of gender non-traditional students</li> </ul>

## Element 5: Recruitment, Retention, and Training of Faculty and Staff

**Context:** Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your college's approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of your college's Local and Regional CTE

Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

**14. Describe how your college will coordinate with the NDE and secondary CTE programs to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.**

**RESPONSE:**

Metropolitan Community College will stay actively involved to improve recruitment and retention of NCE teachers and to improve transition to teaching from business and industry. First, each summer, Metropolitan Community College facilitates a highly successful Teacher Summer Internship program. The program allows NCE secondary teachers to participate in a 40 hour summer internship program at a business within the teacher's field, to expose them to current business practices and develop new strategies for incorporating workplace relevance into their classroom activities. At the post-secondary level, Metropolitan Community College is very active recruiting adjunct faculty from business and industry. Metropolitan Community College continually recruits and employs professionals from a variety of career fields to teach our classes, which serves to infuse the MCC curriculum with current, workforce relevant information.

**15. In your college's Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your college hopes to address over the next four years. First, write the college's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your college will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff**

*(Copy and paste from the reVISION Summary)*

MCC will offer training and development to faculty through a variety of venues, including: workshops, group activities, Faculty Learning Communities (FLC's), New Faculty Institute (NFI), Adjunct Faculty Institute (AFI), PETS (Practicing Excellent Teaching Strategies) series of courses, Instructional Faculty Development Days, and online resources.

**Prioritized Action Steps for  
the Recruitment, Retention, and Training of Faculty and Staff:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>CPT 4.0 is a nationally portable, industry-led program that prepares and certifies individuals for career pathways in advanced manufacturing. MCC will offer CPT 4.0 to college and high school CTE teachers.</li> </ul>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>Faculty Development Conference: CTE faculty attend professional development conference to apply best practices to maximize learner motivation, engagement, and success. Faculty will incorporate student-centered teaching practices in the design of courses, materials, assessments, and activities that promote diversity, equity, and inclusion in the learning process.</li> </ul>

	<ul style="list-style-type: none"> <li>Focus on professional development for faculty in CTE program cluster areas; Health Sciences, Skilled and Technical Sciences, and Business, Marketing, and Management.</li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>Faculty Development Conference: CTE faculty attend professional development conference to apply best practices to maximize learner motivation, engagement, and success. Faculty will incorporate student-centered teaching practices in the design of courses, materials, assessments, and activities that promote diversity, equity, and inclusion in the learning process.</li> <li>Focus on professional development for faculty in CTE program cluster areas; Skilled and Technical Sciences, Agriculture, Food, and Natural Sciences, and Communication and Information Systems</li> </ul>
<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>Focus on professional development for faculty in CTE program cluster areas; Human Services and Education, Skilled and Technical Sciences, and Health Sciences.</li> </ul>

## Element 6: Work-based Learning

**Context:** Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Additional information about Nebraska's work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

**16. Describe the WBL opportunities provided to CTE students in your college's CTE programs and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.**

### **RESPONSE:**

Although currently, MCC CTE programs offer a significant number of work-based learning experiences in course/degree offerings, MCC will increase the number of work-based learning experience offerings. The work-based learning offerings in MCC's CTE programs will focus on:

1. Alignment between classroom and the workplace
2. Application of academic, technical, and employability skills
3. Support from classroom and workplace mentors

The WBL experiences can include:

- a. Workplace tours
- b. Work-related field trips
- c. Guest speakers
- d. Employer presentations
- e. Career fairs
- f. Business mentorships
- g. Job shadowing

- h. Volunteering
- i. Service learning
- j. Student run enterprises e.g., Bistro
- k. Work-study programs
- l. Paid and unpaid internships
- m. Apprenticeships
- n. Paid employment
- o. Career & Technical Education course projects and competitions such as MOTI and Skills USA

**17. In your college's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the college's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your college will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Goal(s) for Work-based Learning:**

*(Copy and paste from the reVISION Summary)*

- MCC CTE programs offer a significant number of work-based learning experiences in course/degree offerings, MCC will increase the number of work-based learning experience offerings. The work-based learning offerings in MCC's CTE programs will focus on:
  1. Alignment between classroom and the workplace
  2. Application of academic, technical, and employability skills
  3. Support from classroom and workplace mentors
- Recruit and increase the number of industry student sponsorships which include paid tuition, books, and employment opportunities for CTE students.

**Prioritized Action Steps for Work-based Learning:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>• MCC's Pathway Facilitator oversees the coordination and recruitment of industry relationships for programming within MCC's Center for Advanced Manufacturing to improve enrollment, retention and completion rates. The Facilitator manages the advisory council meetings across the manufacturing academic areas. This position works directly with industry and CTE students to increase the number of students involved in work-based learning opportunities.</li> </ul>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>• MCC's Pathway Facilitator oversees the coordination and recruitment of industry relationships for programming within MCC's Center for Advanced Manufacturing to improve enrollment, retention and completion rates. The Facilitator manages the advisory council meetings across the manufacturing academic areas. This position works directly with industry and CTE students to increase the number of students involved in work-based learning opportunities.</li> <li>• Recruit and increase the number of industry student sponsorships which include paid tuition, books, and employment opportunities for CTE students</li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>• Build upon MCC's Pathway Facilitator pilot project and integrate an additional Pathway Facilitator position to support Information Technology and Business programming at MCC.</li> <li>• Recruit and increase the number of industry student sponsorships which include paid tuition, books, and employment opportunities for CTE students</li> </ul>

<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>Recruit and increase the number of industry student sponsorships which include paid tuition, books, and employment opportunities for CTE students</li> </ul>

## Ensuring Equitable Access

**18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?**

### **RESPONSE:**

Ensuring student access to and success in CTE programs for each student is a priority at MCC. Student Advocacy at MCC encourages student success by:

- Assisting students experiencing life events and circumstances that can impact their academic pursuits.
- Providing additional support and guidance to students in complex academic or personal situations.
- Promoting wellness and a healthy school-life balance.
- Supporting faculty and staff with concerning students.

Advocacy services aim to support the personal and academic development of students and assist faculty and staff in the creation of a welcoming and effective learning environment at MCC. Services require no documentation and there is no threshold or criteria students, faculty or staff must meet to access services.

Students are matriculated in to our college courses like any other college student. Additionally, Metropolitan Community Colleges policy related to discrimination includes Metropolitan Community College does not discriminate on the basis of race, color, national origin, religion, sex, marital status, age, disability or sexual orientation in admission or access to its programs and activities or in its treatment or hiring of employees. The College complies with Title VI of the Civil Rights Act of 1964, the Civil Rights Act of 1990, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, as amended, the Age Discrimination Act of 1975, related Executive Orders 11246 and 11375 and all civil rights laws of the State of Nebraska and the City of Omaha.

MCC uses a number of different strategies to promote preparation for non-traditional fields. MCC staff and faculty are engaged with local community agencies and conduct many presentations throughout the year explaining the opportunities. Additionally, MCC partner with non-traditional agencies such as

National Women in Construction Association and Step Forward (Women in Manufacturing). MCC's Single Parent Homemaker works with students in special populations to education them about non-traditional careers as well as conducts workshops, tours, and presentations.

## Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

### **Evidence of this can be provided in several ways:**

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
- 3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your college will continue to meaningfully engage them throughout the duration of the Application (2020-2024).**

**It is recommended existing structures and means for engaging stakeholders that colleges no doubt already have in place are utilized as a starting point.**

### **RESPONSE:**

The Post-secondary Grant Advisory Committee continues to offer more global input on the direction of the Perkins grant, grant priorities and progress on MCC enhancements, each Action Council offers a more specialized focus on one area, such as the architectural design curriculum or apprenticeship programs. Action Councils typically meet monthly and advisors are generally much more directly involved in grant activities, such as offering apprenticeships and internships, reviewing curricula, or supervising practice tests for students. Each program area is responsible for the activities of the Action Councils/Program Advisory Boards and keeps formal records of meeting times, agendas and meeting notes. Currently, MCC has approximately 600 advisory board members serving among the following

MCC CTE Programs that have Advisory Committees:

Accounting

Applied Finance

Auto Collision



Automotive	Civil Engineering	Chemical Dependency Counseling
Construction	Criminal Justice	Dental Assisting
Diesel / CDL	Early Childhood Education	Electrical
Emergency Medical Services	Human Services	Health Information Mgmt. Systems
Health Data Mgmt.	HVAC	Horticulture
Information Technology	Culinary	Interior Design
Manufacturing	Mechanical Design	Medical Assisting
Nursing	Office Technology	Respiratory Care Technology
Utility Line	Welding	

The Post-secondary Grant Advisory committee (MCC's Perkins Planning Team) is made up of an interdisciplinary team of faculty, deans, student services personnel, career center personnel, disability support counselors, and administrators. MCC's Perkins Administrator works closely with each member throughout the year to review and discuss a wide range of data related to local economic and workforce development priorities, Chamber of Commerce targeted industry data, NCE and MCC career education components and outcomes, and labor market information. Additionally, this includes discussing activities necessary to offer students the optimum career pathway in keeping with Perkins IV guiding assumptions. This process leads to developing a plan that purposefully builds career pathway components to ensure secondary-post-secondary alignment, connects students from Special Populations to pathway opportunities, focuses on student achievement, and builds in innovative delivery systems and academic integration

### **Sample Program Advisory Committee Meeting**

#### **MCC Welding Advisory Committee Meeting**

**Friday, January 17<sup>th</sup>, 2020 —11:30-1:00**

**Fort Omaha Campus, Construction Education Center**

#### AGENDA

- ❖ Welcome/Introductions
- ❖ Associate Dean Update
- ❖ Program Updates
  - Remodel progress
  - Program equipment additions
  - Enrollment numbers
- ❖ Program Needs
  - Material donations
  - More Industry Involvement with program
- ❖ Open Discussion
  - Industry needs
  - Industry Outlook
- ❖ Program Tour
- ❖ Next Meeting – July 17<sup>th</sup>, 2020

**WELDING ADVISORY COMMITTEE**

Mindy	Begley	Valmont
Marian	Bosak	Tommy Gate
Brandon	Boyd	Elliott Equipment Co.
Nick	Brown	Valmont Industries
Mark	Cain	DW Steel
Amber	Chase	Conductix
Davis	Christensen	DW Steel
Galen	Coburn	Woerner Wire Works
Jo	Cole	Graepel North America
Dave	Douglas	Conductix
Jeff	Dyer	Conductix
Jon	Eden	DW Steel
Derrick	Fitton	DW Steel
Andrew	Fitzgibbon	Tommy Gate
Cyle	Forney	Council Bluffs Schools
Tyler	Fraser	Valmont
Darren	Gatlin	Air Gas
Larry	Hevlin	Kelly Klosure Co.
Larry	Hladik	Kelly Klosure Co.
Missy	Hunke	Hunke Manufacturing
Art	Keller	CON-E-CO Concrete
Gene	King	Distefano Manufacturing
Eric	Knoll	University of Nebraska Lincoln
David	Landon	Vermeer Corporation
Linda	Lough	LBT-Inc.
Mike	Meyer	Kawasaki Motors Manufacturing
Jody	Mumma	James Skinner Baking
Mike	Nutsch	Drake Williams Steel
Stacey	Odinas	MCC Contractors
Greg	Oswald	Lindsay Corporation
Matt	Scanlan	Woerner Wire Works
Austen	Schueler	Vermeer Corporation
Todd	Schuler	LBT-Inc.
Kate	Secora	Helget Gas Co.
Neil	Smith	CON-E-CO
Rogene	Smith	Conductix
Mariellen	Storm	Lindsay Corporation
Xach	Thiemann	Valmont
Ben	Toman	Valmont
Jodi	Wacker	Valmont Industries
Aaron	Waszgis	Kawasaki Motors Manufacturing
Jason	Wileman	LBT-Inc.
Rex	Woods	Distefano

## Section 3: Annual Budget Worksheets

**The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.**

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)



### Helpful Tip

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.